



## **Redesign Plan**

Saginaw Preparatory Academy

Saginaw Preparatory Academy

Mrs. Molly Rundell, Administrator  
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# **Priority School Assurances**

## **Introduction**

All priority schools are required to certify yes/no to each of the following assurances and upload a copy of the required documentation in ASSIST.

**Priority School Assurances**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Teacher Evaluation Tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of teachers.	Yes		Teacher Evaluation

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Administrator evaluation tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of leaders.	Yes	Please see the attachment entitled, "Documentation of Admin Growth" addressing the growth on the "Leader Evaluation".	Leader Evaluation Documentation of Admin Growth

# **Operational Flexibility Assurance**

## **Introduction**

To ensure that all priority schools are in compliance with the required Michigan Department of Education Assurances it is required that acknowledgement and submission of certain documentation be completed.

## Assurance of Operational Flexibility

All identified Michigan priority schools must complete and submit the following operational flexibility assurances as part of their Redesign Plan no later January 30, 2014.

Label	Assurance	Response	Comment	Attachment
	Our school assures the Michigan Department of Education that under our current collective bargaining agreements, board policies, and operating procedures that the school building has the authority and autonomy to implement all redesign plan requirements as written. This assurance requires that schools upload either an Executed Addendum or a Memorandum of Understanding as evidence on the following screen.	No	Saginaw Preparatory Academy is a charter academy that is not under any collective bargaining agreements. This assurance flexibility is not applicable.	

Label	Assurance	Response	Comment	Attachment
	<p>Our school has an executed addendum to the districts applicable collective bargaining agreements which includes all the following elements required by Section 8 of the MCL 380.1280c:</p> <p>Section (8) An addendum to a collective bargaining agreement under this section shall provide for any of the following that are necessary for the applicable school intervention model to be implemented at ____ School.</p> <p>(a) That any contractual or other seniority system that would otherwise be applicable shall not apply at ____ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p> <p>(b) That any contractual or other work rules that are impediments to implementing the redesign plan shall not apply at ____ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p>	No	Saginaw Preparatory Academy is a charter academy and does not have union membership. This assurance does not apply to us and no attachment is needed.	

Label	Assurance	Response	Comment	Attachment
	Our school has a Memorandum of Understanding (MOU) outlining the commitment to hold a negotiated addendum meeting to address requirements of Section 8a of MCL 380.12080c	No	Not applicable, Saginaw Preparatory Academy is a charter academy and does not have union membership.	



Label	Assurance	Response	Comment	Attachment
	Our Local Educational Agency (LEA) will comply with all applicable requirements, policies and conditions for implementing the Reform/Redesign Plan. The LEA understands that if it fails to develop an approvable plan, or does not make satisfactory progress on the plan implementation and/or student achievement, the Michigan Department of Education/State School Redesign Officer may issue an order placing the school under the control of the State School Reform/Redesign School District (SSRRD). If the school is placed under the control of the SSRRD, under Section 6 of the MCL 380.1280c, the SSRRD will impose for the school one of four intervention models and impose an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model as required by Section 8 of the MCL 380.1280c.	Yes		Signature Page

# **Transformation Redesign Diagnostic**

## **Introduction**

The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support. Overall, you will write a reform/redesign plan to address eleven separate requirements. The reform/redesign plan should be developed for implementation through the 2015-16 school year.

## **PART A: REFORM TEAM PERSONNEL**

**Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.**

Molly Rundell, School Leader, molly.rundell@leonagroup.com

Tiffany LaBlance, Instructional Coach, tiffany.lablance@leonagroup.com

Tammy Henderson, Second Grade Teacher, tamara.henderson@leonagroup.com

James Kenney, Middle School Social Studies Teacher, james.kenney@leonagroup.com

Jon Hartwig, MSU Consultant, rjonhartwig@gmail.com

Janet Kennelly, Saginaw ISD Consultant, jkkennel07@gmail.com

Gayle Matoy, Saginaw ISD Consultant

## **PART B: TEACHING AND LEARNING PRIORITIES**

**State two or three “big ideas” for your reform/redesign plan that are intended to change teaching and learning in ways that promote student growth in your school.**

Through concentrated analysis of the 2 year average MEAP proficiency data and thorough examination of the state's Top to Bottom ranking list, Saginaw Preparatory Academy is aware of the drastic decline in overall student achievement. Using Collaborative Learning Cycle dialog the school's Priority Team have identified the following big ideas to drive our Transformation plan.

### **Big Idea 1:**

In order to improve students' academic performance Saginaw Preparatory Academy will develop teacher's knowledge of core curriculum and the skills with which to deliver it. Utilizing the MEAP four year average trend data from 2010-11 through 2013-2014, it was determined that a lack of appropriate knowledge and skills was an obstacle to student achievement. We have noticed a significant downward proficiency trend in all core subject areas. The math proficiency declined by 73% resulting in a proficiency score of 14%. As well as, Science declined by 68.5% resulting in a proficiency score of 1.5%. Through further team discussion it was realized teachers do not have the proper knowledge base to deliver instruction effectively. In order to address this insufficiency, we will provide job embedded staff development, collaborative PLC's and understanding the theory of curriculum.

### **Big Idea 2:**

In order to improve students' academic performance Saginaw Preparatory Academy staff will develop an understanding of best practices and implementing appropriate methods of instruction. While we analyzed several years of MEAP proficiency targets ten year trend data, we determined there were declining proficiency scores or minimal gains. For example, social studies percent proficient declined by 11% while reading saw a minimal increase of 4%. During the team's Collaborative Learning Cycle it was obvious there is a lack of best practice knowledge and effective strategies being delivered to our students'.

**State what data were used to identify these ideas**

In order to address our 2014-2015 Priority School label Saginaw Preparatory Academy (SPA) put together a team of individuals consisting of teachers and administration. This team studied data trends related to our schools ongoing decline and have identified specific strategies in need of a rapid turnaround. The following data was used for this process: Top-to-Bottom Rankings, two year average MEAP proficiency, MEAP trends along with the Proficiency Targets Ten Year Trend.

## PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

**Requirement #1: Replace the Principal and increase leadership capacity at the school.**

**Indicator 1A: In your response, describe how the district has taken on of the following actions: (a) a new principal has been hired that meets all five turnaround competencies, (b) the current principal meets all five turnaround competencies, and (c) a principal with turnaround competencies will be hired before the end of the planning year. \*Note: (a) and (c) are the only options if you plan to apply for a School Improvement Grant.**

**Indicator 1B: Describe how the district will increase leadership capacity. Ensure that this plan addresses at least one of the big ideas around which this plan is developed.**

1A

The previous principal, Ms. Debra L. Jones was replaced July 2014 upon notification of Saginaw Preparatory Academy's priority status. Molly Rundell was appointed as school leader effective July 2014. Mrs. Rundell was a former teacher and assistant school leader at Saginaw Preparatory Academy prior to becoming the school leader. On the recommendation of Saginaw Preparatory Academy's Regional Vice President, Javier Garibay, Mrs. Rundell began a formal interview process through the management company The Leona Group, LLC. An informational meeting was held to inform all SPA employees of priority status and change in leadership. All pertinent stakeholders were included in this process.

Mrs. Rundell promoted an environment of unity and established a reputation as an impartial, approachable leader but was restricted in her capacity as an assistant school leader. Working collectively with all staff to promote both student achievement and organizational autonomy, this in turn achieved a recognizable level of respect and accountability amongst staff. Currently as school leader, she has the ability to establish and implement a respectful protocol for addressing differences, teamwork and a unified school environment, thus breaking the organizational norms of the building.

Recognizing the importance of student achievement Molly Rundell provided positive teacher feedback through a series of instruments such as, classroom walk throughs, modeling lessons and timely lesson plan feedback. Mrs. Rundell developed and implemented a professional learning course open to all teachers allowing for training and practice of research based best practices. Pulling from 10 years of teaching experience in the same urban setting, Mrs. Rundell demonstrated to teachers both practical and out of the box techniques to reach all students.

Having been in the building previous to becoming school leader, Mrs. Rundell recognized the need for a positive change in culture and climate within the staff. Upon taking over she quickly identified areas of immediate concern and began focusing on communication and equality among staff. By allowing staff members a voice and the ability to express opinions, an immediate change in culture and climate became evident. Saginaw Preparatory Academy is anticipating significant growth in student achievement stemming from a positive learning environment.

Historically Saginaw Preparatory Academy's data collection was sporadic and not fully utilized. Recognizing this, Mrs. Rundell as assistant school leader began working closely with the school's instructional coach deconstructing teacher data and addressing concerns to the school leader. Upon accepting the position as school leader, Mrs. Rundell immediately based on data, placed teachers in grade levels more appropriate to their skill set. She held school wide staff meetings addressing the importance of data and how it effects student achievement. She explained her expectations for student achievement, data analysis and accountability. Prior to school beginning September 2014, Mrs. Rundell met with teachers individually addressing student achievement data gathered from the previous school year. Together Mrs. Rundell

SY 2014-2015

and the teachers established achievement goals to be met by January 2015. By setting individual achievement goals and with the improvement of the staff's climate and culture, Saginaw Prep has accomplished their first big win of the 2014-2015 school year. Teachers now have a clear understanding of student goals and the staff as a whole have united and work collectively to raise the standards.

1B:

Molly Rundell attends monthly leadership support meetings at The Leona Group, LLC which center around increasing leadership skills. Included in these meetings are current research based classroom topics and strategies, which directly relates to "Big Idea #2", "best practices and implementation of appropriate methods". She also attends monthly school leader meeting offered by our authorizer Saginaw Valley State University, meetings focus on current leadership improvement topics, as well as building better teachers.

In addition to the above mentioned meetings, Mrs. Rundell has scheduling flexibility in order to attend both local and statewide conferences whose topics relate directly to the Transformational Plan. When applicable, Mrs. Rundell invites teachers to attend alongside her. Representations of meeting topics are actively demonstrated at the next staff meeting.

**Requirement #2: Use rigorous, transparent, and equitable evaluation systems for teachers and principals.**

**Indicator 2A: In your response, detail the collaborative process used to create a teacher evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of teachers' evaluations must be based on student growth). Attach the teacher evaluation and Administrator Evaluation.**

**Indicator 2B: In your response, detail the collaborative process used to create a leader evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of leaders' evaluations must be based on student growth). Attach the teacher evaluation and administrator evaluation.**

Saginaw Preparatory Academy elected to adopt the management company developed Teacher Evaluation document. The school leader and instructional coach met with teachers to review the rubric for performance evaluation. Teaching staff were guided through a detailed review of its components. Taking into account the importance of student data the evaluation tool presents academic achievement for 50% of the overall evaluation tool.

The Leader Evaluation Tool is the result of an adaptation of a traditional evaluation tool used in Ohio. Administration is evaluated and monitored, the monitoring process includes a rubric for leader evaluation prepared and completed by the Leona Group Regional Vice President assigned to Saginaw Preparatory Academy. Included in the rubric are academic achievement outcomes, enrollment trends, and budgetary responsibility. Taking into account the importance of student data, the evaluation tool presents academic achievement for 50% of the overall evaluation related to the administration evaluation.

Both the teacher and leader evaluations are attached.

**Requirement #3: Identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement.**

**Indicator 3A: In your response, identify the strategies that will be used to identify and reward school leaders, teachers, and other staff members who have increased student achievement. This process must reward educators for positively contributing to**

increased student achievement and for implementing the instruction program with fidelity (outlined in requirement #6).

**Indicator 3B: In your response, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes, and who have not met criteria based on the teacher evaluation system.**

3A

- Saginaw Preparatory Academy uses NWEA, DRA, MEAP/MSTEP as well as a school wide writing rubric to assess our students on a quarterly basis. Both the school leader as well as the instructional coach are responsible in breaking the data down as well as monitoring that the instructional program that has been put in place is being used with fidelity. Teachers will be responsible for holding PLCs as well as effectively implementing the strategies from Classroom Instruction that Works by Marzano. The school leader and instructional coach will monitor the effectiveness of the strategies per walk throughs, lesson plans, classroom observations and meetings.
- Using annual benchmark data and student growth data, the school will reward staff that have reached achievement goals set by administration. A yearly bonus, based on merit, will be paid to each staff member.
- Teachers having 75% growth in the total number of students within their classroom will be rated highly effective on their overall teacher evaluation. This information will be gathered using NWEA.
- Additionally, those rated highly effective will be compensated with additional school day prep times.
- Instructional aides are also eligible for merit bonuses based on reaching student achievement goals.
- School leaders reaching achievement goals indicated for their specific building, will be evaluated and awarded a yearly bonus, based on merit, after the end of the school year.

3B:

- After the winter benchmark, teachers will be given key information as to the growth that their students have made. Teachers not meeting the 75% growth target will be given strategies and best practices in order to allow for the students in their classrooms to become successful. Mentoring by a master teacher will allow for collaboration and modeling to allow the underperforming teacher to improve. The monitoring of this process will take place through walk throughs as well as one on one meetings. The instructional coach along with the school leader will address areas of concern and allow the teachers to address their own concerns in their classrooms.
- The school leader will also be completing 3 Essential Elements Profiles (EEPS) in order to inform the teachers of growth they are seeing within the classrooms as well as areas of improvement.
- Upon completion of all teacher evaluations, those staff members not meeting the minimum student achievement goals along with insufficient scores on their EEPS will be recommended to the corporate office for termination.
- Administration is also evaluated and monitored, the monitoring process includes a rubric for leader evaluation prepared and completed by the Leona Group Regional Vice President assigned to Saginaw Preparatory Academy. Included in the rubric are academic achievement outcomes, enrollment trends, and budgetary responsibility.

**Requirement #4: Provide staff with ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program. This should be designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.**



**Indicator 4A: In your response, describe the school's plan for professional development. The plan must: (a) reflect the "Big Ideas" (see Part B), (b) offer repeated opportunities with a common focus, (c) be high quality, (d) be job-embedded (e.g. integrated into the work day), (e) align to the instructional program described in requirement #6, and (f) include a process for monitoring the impact of PD on instructional practices.**

4A

After identifying instructional programs that targeted our "big ideas" identified during our Collaborative Learning Cycle, the Saginaw Preparatory Academy priority team investigated research based professional developments that will drive our redesign plan. These professional developments will provide appropriate material and instruction that will assist our teachers in fundamental classroom practices. The following professional developments are tailored for Big Idea 1: teacher's knowledge of core curriculum and the skills with which to deliver it and Big Idea 2: develop an understanding of best practices and implementing appropriate methods of instruction.

The high quality Professional Learning that is scheduled for the next three years includes the following:

January 2015

- Professional Learning Community (PLC) Training- All teachers will be given training on how to conduct a PLC and the necessary components to infer the data.

2015-2016 School Year

All teachers will be given in-depth training during the August pre-service. Follow-up will be given throughout the year at staff meetings, job-embedded coaching, mentor meetings, and CLC's.

- Classroom Instruction that Works by Marzano, Pickering and Pollock-Teachers will begin utilizing this resource and will study and be trained on research based best practices for increasing student achievement.
- Pearson Reading Street Professional Learning-All teachers and instructional aides K-5 will attend a seminar giving the teachers and instructional aides the knowledge and skills to effectively implement the program into the classroom.
- Step Up to Writing-Teachers will be trained in best practices and appropriate methods of implementation for writing strategies across the curriculum. We will also be implementing the research strategy, "Non-linguistic Representations". This will focus on creating visual representations through graphic organizers. Our school wide graphic organizer will be the "Two Column Notes". This organizer comes from our writing curriculum Step Up to Writing. This will assist our students with their reading comprehension and detailed writing skills.
- MTSS-Staff will be trained on how to level students according to their data (NWEA), as well as address how to properly implement the appropriate methods to meet the needs of the students. Progress monitoring will be completed throughout the school year, data will then be brought to weekly PLCs.

School Year 2016-2017 and 2017-2018

- MyMath and MathConnects-Job-embedded professional learning will take place consistently throughout the school year. The staff will utilize the tutorials offered through the curriculum website.
- Pacing Guides-All teachers will align the curriculum pacing guides both vertically and horizontally, with focus in science and social studies.

For all four years of our reform plan the instructional coach will provide job-embedded ongoing professional learning with staff based on their data and/or individual needs. As we continue to study our student data, we will alter/add professional learning for any areas of concern. In addition, we will closely monitor adult implementation of our designated best practice strategies.

**Requirement #5: Implement strategies to recruit and retain staff with skills necessary to meet the needs of students in a transformational school. These can include strategies such as financial incentives, increased opportunities for promotion and career growth and more flexible work conditions.**

**Indicator 5A: In your response, identify the strategies the district will use to recruit teachers to this school based on student needs and assign teachers to this school based on student needs.**

**Indicator 5B: In your response, identify the strategies the district will use to retain teachers at this school.**

5A:

Saginaw Preparatory Academy will put in place key recruitment strategies that are centered on student needs. Applicants considered for positions at Saginaw Preparatory Academy will possess experience with the following:

- Working with urban students
  - Working with special education students in an inclusive classroom setting
  - Must possess the knowledge and/or ability to demonstrate effective strategies and best practices
  - Integrating Differentiated Instruction in the classroom
  - Shows proficiency in a high needs subjects proven by the data given from both the NWEA assessment as well as the MEAP/M-STEP
- Perspective candidates are informed during the interview process of incentives available at the academy.
- Using annual benchmark data and student growth data, the school will reward staff that have reached achievement goals set by administration. A yearly bonus, based on merit, will be paid to each staff member.
  - Teachers having 75% growth in the total number of students within their classroom will be rated highly effective on their overall teacher evaluation. (State that using NWEA growth target-RIT)
  - Additionally, those rated highly effective will be compensated with additional school day prep times.
  - Instructional aides are also eligible for merit bonuses based on reaching student achievement goals.
  - School leaders reaching achievement goals indicated for their specific building, will be evaluated and awarded a yearly bonus, based on merit, after the end of the school year.

Mrs. Rundell, along with the instructional coach will be actively involved in the hiring process for any positions that become available. The hiring decisions will be based on student needs, skill level and experience. While experience is an important component to the teaching at Saginaw Preparatory Academy, an applicant that is open to learning new strategies and possesses a general excitement and drive to teach will not be excluded. All hiring recommendations will be subject to a drug test and background check prior to employment.

The school leader has the right to assign staff to particular roles based on student achievement, classroom observations, teacher evaluations as well as parent surveys. The school leader along with the instructional coach will determine the most productive placement for current staff.

5B:

Saginaw Preparatory Academy will work to improve retention, based on student needs, by utilizing the following strategies:

- A veteran teacher will be assigned as a mentor to all new teachers and/or teachers with minimal experience
- Teachers rated effective and/or highly effective will be assured a teaching placement for the following school year
- Teachers that are continuously rating highly effective will be given preferential grade placement
- Teachers will be given multiple opportunities to attend conferences of their choosing and professional development to improve their teaching skills
- Teachers will be given yearly bonuses based on merit and will also be given incentives for student growth such as additional prep time and

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gift cards presented by local companies

- Teacher recognition for accomplishments at board meetings and regular staff meetings

## PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

**Requirement #6: Use data to identify and implement an instructional program(s) that is based on research and aligned from one grade to the next, as well as with state academic standards.**

**Indicator 6A: In your response, detail the process the school used to select an instructional program. The process must address how the school used a diagnostic process that (a) used multiple data sources to understand priority designation, (b) links the instructional program to disaggregated data by subject, grade level, and subgroups, (c) identified and prioritized underlying causes of low student performance, (d) describe a three-year sequence for improving instruction in all content areas related to priority school designation.**

**Indicator 6B: In your response, describe your instructional program. The school's instructional program must: (a) reflect the "Big Ideas", (b) include specific teaching and learning strategies (Tier I) for school-wide implementation, (c) align with career & college ready standards, (d) be based on research, relevant data, and outcomes of data dialogue (if applicable), (e) provide an overview of the implementation timeline, resources, and staff responsible for implementation over three years, and (f) describe a plan to track adult implementation of instructional program**

6A

The Saginaw Preparatory Academy priority team made up of teachers, an instructional coach and administration used the Collaborative Learning Cycle (CLC) to analyze many different types of data. We first started this process by making rough observations when looking at MEAP two year trend data, Top to Bottom data and Proficiency Targets 10 year trend. This led us to looking at the causal theory diagram which was used as a tool to determine our areas of need. We then prioritized these findings and after careful thought, the team used this information to form our big ideas. These big ideas led to a four year plan addressing the casual theories.

This revealed the underlying causes of drastic decline in student achievement. We used this time, opportunity and new information to arrive at our Big Ideas, "teacher knowledge of core curriculum and skills" and "best practices and implementation of appropriate methods". This will drive our redesign plan. Causes of low student performance were identified as being deficient in:

- Teachers personal knowledge in subjects they are presenting
- Teachers skills in delivery of lessons
- Infrastructure within the schools schedule

Some of the other key components to our priority status include:

- Teachers lack of collaboration time and its effective use
- Lack of focused leadership
- Ineffective professional development

The data used to support our findings include MEAP two year trend data, Top to Bottom data and Proficiency Targets 10 year trend, which are indicators predicting that students are making minimal to no growth. When looking at our Top to Bottom data, we have consistently declined, going from 42%, to 27%, to 5% down to the current ranking of 1%. We have noticed a significant downward proficiency trend in all core subject areas. The math proficiency declined by 73% resulting in a proficiency score of 14%. As well as, science declined by 68.5% resulting in a proficiency score of 1.5%. Social studies percent proficient declined by 11% while reading saw a minimal increase of 4%. All sub groups have been identified as low performing per the in-depth analysis during the Collaborative Learning Cycle. For example, 3rd grade reading, females: 42% proficient and males: 19% proficient, 7th grade reading, females: under 10% proficient, males: 26% proficient. In the core subject area of mathematics 6th grade: females and males under 10% proficient, 3rd grade: females and males, 19% proficient.

Beginning in January 2015, in order to address Big Idea #2, Saginaw Preparatory Academy will implement best practice strategies to improve our teacher's knowledge, skills and understanding. We will implement The Instructional Learning Cycle along with Professional Learning Communities. In the 2015-2016 school year, SPA will implement Multi-Tier System of Support, Pearson Reading Street program along with strategies from Classroom Instruction that Works by Marzano, Pickering and Pollock. In 2016-2017 and the 2017-2018 school year, we will implement job-embedded professional learning enhancing our current instructional math programs, MyMath and MathConnects, along with emphasizing horizontal and vertical alignment.

With the addition of job-embedded professional development, the PLCs and focus on data driven instruction, the priority team is confident that the current instructional programs for writing and math will help us reach our goal of student proficiency and achievement. We are aware of our struggles in reading and know that the implementation of Reading Street will address these shortfalls and allow our students to become college and career ready. This program addresses the 5 essential components of reading as well as the 7 strategies of highly effective readers (U.S. Department of Education). This is something our students have been missing and we are excited to see how far they can go.

### 6B

After analyzing multiple sources of data within the Collaborative Learning Cycle, which included MEAP two year trend data, Top to Bottom data, Proficiency Targets 10 year trend and NWEA. We have determined that we are weak in mathematics, English language arts, science and social studies. Beginning in January 2015, Saginaw Preparatory Academy will implement best practice strategies to improve our teacher's knowledge, skills and understanding (Big Idea #1). These strategies include but are not limited to, The Instructional Learning Cycle, Professional Learning Communities, Multi-Tier System of Support and the Pearson Reading Street program. All teachers will also be utilizing the best practice strategies such as, Summarizing and Note Taking and Non-Linguistic Representation, provided in the book Classroom Instruction that Works by R. Marzano, D. Pickering and J. Pollock (Big Idea #2). All teachers, school wide, will apply best practice techniques during their Tier 1 instruction in all content areas.

Working cohesively with the Saginaw ISD, we will begin training in January of 2015. The ISD will offer preparation and understanding of The Instructional Learning Cycle. The ISD will work with all grade level teachers on topics, such as formative assessments, summative assessments and quality teaching strategies. The Instructional Learning Cycle will increase teacher knowledge allowing for best practices to occur in the classroom, which coincides with our first "big idea".

In January of 2015, SPA will begin the process of training teachers on the purpose and function of a Professional Learning Community. This is essential to increase the teachers' knowledge and skills to ensure that data will drive instruction. To ensure collaboration is done effectively we will begin implementing a 30 minute weekly block allowing for PLCs to take place. During the PLC weekly block, all grade level teachers will be looking at academic performance and discussing specific strategies that improved the performance in the classroom. The instructional coach will be responsible for outlining expectations, monitoring agendas/minutes as well as sitting in on PLC meetings as needed. All teaching staff will meet with the school leader and instructional coach to reevaluate the progress and efficiency of the PLCs. We will use the remainder of the 2014-2015 school year to begin to apply this new strategy during weekly Professional Learning Communities.

In the fall of 2015-2016 SPA will continue the practice of PLCs along with increased grade level collaboration to reach 60 minutes weekly. This will allow all teachers to analyze grade level data to determine student understanding which will be the driving force of our instruction. Our focus and consistent monitoring by the instructional coach of the PLC, will not only strengthen teacher accountability ensuring a core team of high performing teachers, but will increase skills as well.

In the fall of 2015-2016 our focus will be effective instruction in reading and writing, because they are the foundation of all core subjects.

When looking at the 2 year average MEAP proficiency, both our reading and writing scores decreased by almost 50%. This leaves our students with a mere proficiency of 40% in reading and 24% in writing. By improving these areas we expect to see growth in all subjects. Currently, SPA struggles with having the manpower and working structure in place to see the student growth with MTSS. In the fall of 2015-2016 we will be addressing and strengthening our Multi-Tier System of Support (MTSS). Based on the NWEA data, our students dominantly placed in tier 3, and the priority team has determined this to be our focus during 2015-2016. The team collaborated and came to the conclusion that our currently employed support staff were not being used efficiently. To solve this issue we are putting in place a new structure and team. Our instructional aides will have scheduled times to deliver services in all classrooms. This will allow our tier 2 and tier 3 students to have more individualized attention in the foundational skills they are currently lacking.

To help improve reading and writing, all teachers will implement a 100 minute uninterrupted English language arts block during Tier 1 instruction. During this block, the K-5 teachers will use the Pearson Reading Street program to address the five essential components of reading, from U.S. Department of Education, and the seven strategies of highly effective readers. Our middle school English language arts teacher will be enhancing the students' reading skills by using literature circles. To help improve the methods of instruction, we will be utilizing the research based strategies from Classroom Instruction that Works by R. Marzano, D. Pickering and J. Pollock. During the 2015-2016 school year our teachers will focus on implementing the following best practice strategies. School wide, we will be concentrating on "summarizing and note-taking" to help improve comprehension, the ability to find key details within the reading as well as deleting trivial material. We will also be implementing the research strategy, "Non-linguistic Representations". This will focus on creating visual representations through graphic organizers. Our school wide graphic organizer will be the "Two Column Notes". This organizer comes from our writing curriculum Step Up to Writing. This will assist our students with their reading comprehension and detailed writing skills. The last strategy we plan to implement into the 2015-2016 school year is "Objectives and Feedback". The research suggests that instructional goals help to narrow what students need focus on. This will help students identify important information related to the goal that has been set, along with helping them recognize their strengths and weaknesses. Teachers will in turn be held accountable for the college and career readiness standards that they are required to teach within their grade level. The school leader and instructional coach will monitor the effectiveness of the strategies per walk throughs, lesson plans, classroom observations and meetings.

In the fall of 2016-2017, in addition to the strategies presented in 2015-2016, we will begin to focus on mathematics. Last year Saginaw Preparatory Academy implemented MyMath and MathConnects as our basis for math instruction. Along with the school curriculum all teachers have a multitude of manipulatives available for their use. The CLC uncovered the drastic decline from 87% proficient in math to 14% proficient in a matter of just four years. In order to address this deficiency SPA will be reinforcing the research based strategy "Cooperative Learning". This will allow our students to attain "positive interdependence", meaning working together for a single outcome. We know the importance of peer teaching and feel that cooperative learning will create more opportunities for this to occur in our classrooms. Staff will utilize the variety of research based manipulatives to assist with cooperative learning. Along with cooperative learning we would also focus on the skills needed to be successful in mathematics. We will do this through the research based strategy "Homework and Practice", this will in turn reinforce the strategies being taught during classroom instruction. We currently have expectations within our school for this practice, however we need to strengthen our focus in order to make it systemic throughout the building. In addition to our focus in math, a continued effort will be focused will be placed on the importance of reading and writing in all content areas. All teachers will implement "Non-Linguistic Representation", "Summarizing and Note Taking" and "Objectives and Feedback" into math, science and social studies.

In the fall of 2017-2018, all teaching staff, under the monitoring of the instructional coach and school leader, will continue to use the CLC's, PLC's and Marzano's strategies put in place in the previous school years. While using this scaffolding method SPA will begin our focus in social studies and science. As stated in our big ideas, social studies and science have basically flat lined at 1% of the students being proficient. In order to address this overarching issue, we will be supporting those subject areas with the research based strategy "Generating and testing hypotheses". This strategy allows students to become efficient problem solvers, stronger decision makers as well as assisting

the students in historical investigations. Currently, our students focus on the importance of being given the correct answer rather than going through the process of brainstorming and problem solving to reach their own conclusion.

In the fall of 2017-2018, grades K-5 will implement 30 minute uninterrupted block for both social studies and science, while grades 6-8 will use a 90 minute uninterrupted block 2-3 times a week.

During all 3 years, all grade level teachers will continue to revise and adjust pacing guides that are systemic throughout the building. This allows for common teaching expectations that will be vertically and horizontally aligned.

**Requirement #7: Promote the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction to meet academic needs of individual students.**

**Indicator 7A: In your response, describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative). This plan must: (a) outline expectations for regular and on-going building-wide use of data, (b) describe the structure and process for educators to collaborate to analyze data and plan for Tier II and Tier III instruction, and (c) identifies instructional program outcomes and a plan to assess for impact**

SPA will complete writing, DRA and NWEA benchmark assessments in September, January and May. After completion of the assessments teachers will analyze the data in order to differentiate the instruction for students. SPA will be progress monitoring in all core subjects using the Multi-Tiered Systems of Support. Tier one instruction will take place in the classroom with all students, while Tier two and three will also take place in the classroom with increased instructional staff support. The smaller tier two and three groups will allow for individualized attention.

During PLC's grade level teachers will analyze data, discuss student assessments and classwork, and identify strengths and weaknesses. From this information teachers will pinpoint an appropriate best practice method of implementation. PLC's will meet a minimum of 1 hour per week focusing on formative, summative and interim assessments. These will allow us to determine whether the instructional practices are successful in relation to raising achievement and closing gaps

Our instructional program is driven by the College and Career Readiness Standards. This program ensures both vertical and horizontal alignment within all grade levels. We will observe the success of these standards with: classroom data walls, school wide data boards, walk-throughs and the diligence of our PLC's.

## PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

**Requirement #8: Establish schedules and strategies that provide increased time for instruction in core academic subjects, enrichment activities, and professional learning for teachers.**

**Indicator 8A: In your response, describe the district's plan for increasing time for core academic subjects that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.**

**Indicator 8B: In your response, describe the district's plan for increasing time for enrichment activities that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.**

**Indicator 8C: In your response, describe the district's plan for increasing time for professional collaboration that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.**

8A:

Saginaw Preparatory Academy will increase time for core academic subjects through extension of the school day, as well as redesigning the current schedule. Starting in the fall of 2015, Saginaw Preparatory Academy will place an importance on uninterrupted English Language Arts time. We plan to do this by placing our "specials" (art, gym computers) in the afternoon after a 90 minute block of ELA. This will allow for a school wide emphasis on academic achievement in language arts.

We also plan to extend our school day by 30 minutes. This will allow for overall increased instruction time in order to focus on academic achievement. Saginaw Preparatory Academy's K-5 academic day will resemble the following schedule:

School Day: 8:00 a.m.-3:30 p.m.

- ELA-100 minute block daily
- Math-70 minute block daily
- Science-60 minutes
- Social Studies-60 minutes

The school day for middle school will also extend 30 minutes running 8:00 a.m.-3:30 p.m. Currently our middle school follows block scheduling. Proper adjustments will be made based on student enrollment prior to the beginning of the 2015-2016 school year.

8B:

Beginning in the fall of the 2015-2016 school year, with 30 minutes added to the school day Saginaw Preparatory Academy will redesign the current schedule as well as reallocate time during the school day to allow for enrichment activities. Enrichment, for all students, will include the following:

- Field trips to academically acceptable destinations such as museums, farms, theatres reenactments, Symphonies and community business.
- We will increase in-house enrichment activities such as:

o Ned's Anti-Bullying Yo-Yo show, community helpers such as fireman, police officers and local librarians



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o "Fizz, Boom, Read" by Baffling Bill the Magician-The Reading Is Magic Show

- Saginaw Preparatory Academy partners with local first ward community center as an after school destination available to all students, which includes transportation after school and homework helpers.

The rationale for modifying the school schedule, which incorporates field trips for all students is increasing real life experiences, improving vocabulary and providing meaningful experiences directly related to core curriculum and state standards. By providing enrichment activities during the school day, this allows Saginaw Preparatory Academy to reach all students during any one given activity.

8C:

Saginaw Preparatory Academy will be increasing certain days in the school year as well as redesigning the current schedule. Beginning January 2014, Saginaw Preparatory Academy implemented increased grade level PLCs and professional learning. Cross grade level PLCs will take place after school 2-3 times per month for two hours. In addition to this time, 60 minutes during the school day once a week will be utilized for grade level PLCs. During PLC's grade level teachers will analyze data, discuss student assessments and classwork, and identify strengths and weaknesses. From this information teachers will pinpoint an appropriate best practice method of implementation. PLCs will also focus on formative, summative and interim assessments. These will allow us to determine whether the instructional practices are successful in relation to raising achievement and closing gaps. Results of collaboration will yield more cohesive data assessment and implementation of core lessons. This will lead to increased student achievement in the classrooms being that teachers will have an understanding of exactly where their students are academically.

Saginaw Preparatory Academy will provide two additional days of professional learning days scheduled throughout the school year. The introduction of ILCs will begin in the spring of 2015 in collaboration with the local intermediate school district. Participation of all staff on topics that are relevant specifically to bridging the gap and raising student achievement will strengthen lesson delivery and ensure increased academic success.

**Requirement #9: Provide ongoing mechanisms for engagement of families and community.**

**Indicator 9A: In your response, describe multiple strategies to engage families in reform efforts.**

**Indicator 9B: In your response, describe multiple strategies to engage community partners in reform efforts.**

9A

Saginaw Preparatory Academy will provide ongoing opportunities to increase parent knowledge and understanding of our reform efforts. We plan to do the following:

- Weekly newsletters will be sent home informing the parents/guardians of current activities/strategies that are taking place in their child's classroom.
- Students will use their planners to inform parents of daily skills and concepts being taught. Parents will then sign and use the provided area in the planner for comments and/or suggestions.
- Parent Reading/Math workshop: Parents will be invited to attend a monthly workshop addressing the current strategies that are being implemented in the classroom. They will complete a "make and take" hooked to a specific strategy, so that they have access to manipulatives to assist in learning at home. Parents will be offered an incentive for attending.
- Coffee with the Principal: This is a time when parents can sit with our school leader and address any concerns they may have, receive any clarification on learning that is happening in their child's classroom and/or share ideas that would benefit Saginaw Preparatory Academy. These monthly meetings will update parents of the reform plan initiatives.
- PowerSchool Parent Portal: PowerSchool is our student data base that also has an online grade book component. We are going to open

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up the Parent Portal, this would allow our parents to have access to their student grades anytime. We feel by opening up this feature, it will allow more of a transparency between the teachers and the parents, giving the parents knowledge of how their students are doing in school.

- Parent Surveys: During the school year, Saginaw Preparatory Academy will disperse parent surveys allowing for the parents to share their opinions/feelings on the school and the new programs and strategies that have been put in place. We will use this data to improve our school.

We also will hold honors assemblies quarterly, we have parent-teacher conferences four times a year, holiday programs three times a year as well as an open door policy inviting parents to spend time in the classroom's assisting in their child's learning.

#### 9B

The academy will maintain a close partnership with the following community organizations: The Saginaw County Rescue Mission, PNC Bank, Consumers Energy and Pizza Hut's Book It program.

Through the Saginaw County Rescue Mission, we have and will continue to partner with them allowing for our students to assist the Rescue Mission with their annual Christmas dinner and allowing the students to assist people in the community that are experiencing hard times. We also have and will continue to raise money for the shelter as well as participate in a food drive. Reading, writing and math activities will be developed to correlate with each project.

We also will continue to participate with PNC bank. The students in the school are able to open up their own savings account and get a general idea of how an account works. The students can make deposits on a monthly basis. We also have "employed" our very own students to have jobs as a bank teller, bank manager and bank marketer.

We will be working closely with Consumers Energy addressing different science components that are attached to our College and Career Ready Standards. At the current time we are 1.5% proficient in science and feel that having Consumers Energy come in and work with the students will increase our student achievement.

Saginaw Preparatory Academy will work with Pizza Hut and encouraging our students to participate in the "Book It" program. Students have the opportunity to receive a free pizza by reaching reading goals. Parents will be informed via newsletter about the program and the importance of reading. This will also be hooked to our Accelerated Reader program allowing the students to not only work on fluency but also comprehension.

Our goal is to maintain/create these partnerships in order to positively impact our students' academic and emotional growth. The administration team will monitor the success of these activities and will continue to reach

## **PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT**

**Requirement #10: The district is providing the school with operational flexibility for issues such as staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement and increase graduation rate.**

**Indicator 10A: Describe how Operational Flexibility will be provided to the building in the following areas: staffing, use of time, professional learning, and budget. Also, describe a statement that the priority school improvement team and building leader will determine the school's Title I budget (subject to federal regulations). The district must also complete a signature page, signed by the Superintendent, School Board President, and Union Representative, which certifies that the school has the autonomy required to implement the plan as written (see template on AdvancEd site). Finally the district must upload either an Executed Addendum to the collective bargaining agreement OR a Memorandum of Understanding that commits the Superintendent, School Board President, and Union Representative to negotiate an addendum by August 1, 2014.**

Saginaw Preparatory Academy's school leader has operational flexibility in areas such as staffing, calendars, school hours, budgeting and professional learning.

Saginaw Preparatory Academy school leader along with the instructional coach collaborate to write the school calendar as well as determine professional learning for the school year. Topics of professional learning are determined based on school needs according to data. The school leader has autonomy over the allocation of the Title 1 budget with assistance from the central office as to the amount of funding available. This information is then presented at the next regularly scheduled board meeting for discussion and approval. The board of directors vote to approve proposed items based upon needs of the school.

With regards to staffing, Saginaw Preparatory Academy's school leader has full authority over the hiring and evaluation of teaching staff as well as every other school employees. This allows for flexibility in placement of teachers and/or instructional staff based upon the needs of the academy's students.

**Requirement #11: The school and district will ensure that the school receives ongoing, intensive technical assistance and related support from the district, ISD, Michigan Department of Education, or other designated external partners or organizations.**

**Indicator 11A: In your response, describe how the district plans to access and provide supports for the school.**

**Indicator 11B: In your response, list the central office contact person responsible for monitoring and supporting the school.**

The Leona Group, LLC will continue to support the school through the provision of administrative support, budget planning, grant funding, grants management and continued human resource assistance. Providing a Title 1 Coordinator assigned specifically to Saginaw Preparatory Academy Leona Group, LLC will support ongoing efforts in all aspects of the redesign plan. Additional support will be provided by the Saginaw county ISD through the assignment of two facilitators, Tanisha Brooks and Jan Kennelly. Their support of Saginaw Preparatory Academy will be to provide technical assistance in the redesign plan. They will work closely with SPA's staff to focus on independent goals and on the implementation of PLCs and ILCs, beginning in 2015. They will continue their support throughout the next several years with assistance of any and all initiatives adopted in the redesign plan. The initial assistance in August 2014 and are ongoing to support the writing of various components of the transformational plan.

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Saginaw Intermediate School District has assigned Intervention Specialist Ron Helmer to assist Saginaw Preparatory Academy's priority team. Beginning in August 2014 Jon Hartwig, MSU Intervention Specialist worked with the team to identify base line data and causes for priority status. He attended regular meetings to help the leadership team with process of redesign.

The Priority Team of Saginaw Preparatory Academy will take advantage of the MDE Office of School Reform Technical Assistance and will attend meetings related to priority status. The SPA central office will also be invited to attend. The Saginaw County ISD provides opportunities for priority team members to meet at various times throughout the school year.